

**DETERMINANTS OF IMPLEMENTATION OF GENDER-BASED VIOLENCE
POLICIES IN SCHOOLS IN MANDERA COUNTY, KENYA**

ABDIWAHAB IBRAHIM MOHAMED

C153/CTY/PT/29699/2014

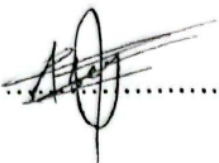
**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF HUMANITIES AND
SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PUBLIC POLICY AND
ADMINISTRATION OF KENYATTA UNIVERSITY**

MAY 2022



DECLARATION

This research project is my original work and has not been presented for a degree or any other award in any other university.

Signature .. 

Date. 29/05/2022

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C153/CTY/PT/29699/2014

This research project has been submitted for examination with my approval as Kenyatta University Supervisor.

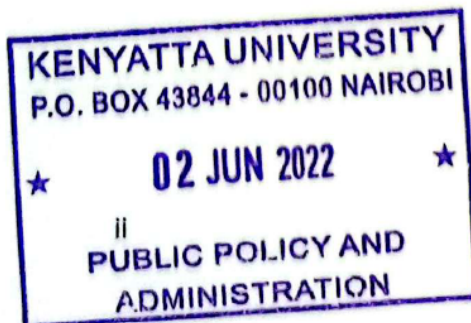
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ABSTRACT

Violence in schools is widespread, and discriminatory gender norms are one of the key driving factors. This means that it is essential to apply a gender lens when developing violence prevention and response approaches. As with all forms of violence, school-related gender-based violence violates children's rights and is a significant barrier for girls' and boys' access to and participation in education. This study sought to establish the determinants of implementation of gender-based violence policies in schools in Mandera County, Kenya. This is because, while Gender-based violence (GBV) policies whose primary purpose is prevention of the vice have been developed, prevalence of violence against women and girls remains high. In secondary schools, social norms that are contextually and socially derived collective expectations of proper behavior, norms in favor of gender-based violence sustain GBV despite existence of anti GBV policies. The study objectives were; to establish different forms of Gender Based violence that are prevalent in schools, to determine factors that facilitate occurrence of Gender based violence in schools, to examine levels of awareness of school management on existing legislations and policies aimed at addressing GBV against girls in schools and to analyze school management practices used in implementing existing legislations and policies on awareness of GBV in schools. The study was informed by John Galtung's (1969), theory and the Human Rights approach based on the Universal Declaration of Human Rights (1948). The research adopted a descriptive survey research design. The research targeted 12 public secondary schools in the county. The study participants included 12 principals, 54 teachers and 154 students. Purposive and stratified random sampling techniques were used to select the respondents. Questionnaires and interviews guides were used to collect the primary data from the students and key informants respectively. Collected data were analyzed descriptively with the aid of Statistical Package for Social Sciences while content analysis was used to analyze qualitative data. Quantitative data were presented in tables and charts while presented in narrations and verbatim voices. The study findings revealed that there are different forms of GBV that are in prevalent in schools. These include explicit threats or acts of physical violence, bullying, verbal or sexual harassment, non-consensual touching, sexual coercion and assault, and rape. The factors that sustain occurrence of GBV in schools include patriarchal order of society that underlines superiority of men, poverty among others. The curriculum encompasses awareness of GBV policies and legislation was adopted at a large extent. On the issue of school management practices utilized in implementing existing legislation and policies on GBV in schools, the study established that there exist anti-bullying interventions in schools. The school approaches to curbing GBV include individual counselling, establishing school rules and regulations on student conduct, mediation training forms and classroom curricular.